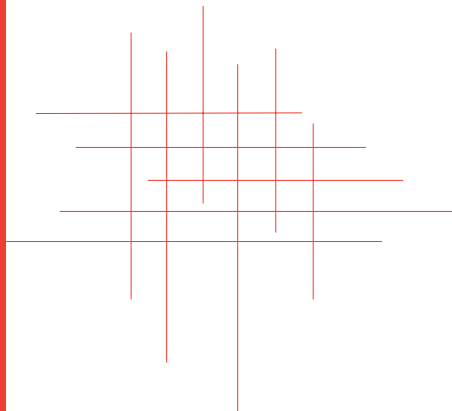


# IDP Mentoring

The essential  
relationship  
between  
architects  
and interns



The American Institute of Architects, in cooperation with the National Council of Architectural Registration Boards (NCARB), is pleased to present this new edition of the “IDP Mentor Guidelines.” Originally produced by the AIA in the early 1980s, the mentor guidelines were out of print for a number of years. Then, from 1996 to 2002, NCARB published a version of the “IDP Mentor Guidelines” that primarily served as a resource for mentors unfamiliar with IDP requirements.

This new edition is broader in scope, focusing on the benefits of mentoring for interns in the Intern Development Program (IDP), strategies for successful completion of IDP requirements with the help of a mentor, and information about mentoring to help both interns and their mentors. Although addressed to interns and mentors, it may also be helpful for IDP supervisors who provide encouragement to interns on a regular basis.

This resource is available online at [www.aia.org/mentoring](http://www.aia.org/mentoring).

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Finally, the AIA wishes to thank Kent Hikida, AIA, the primary author of the text, for his dedication to this project. He thanks his family, coworkers, students, and mentors past and present without whose sage advice the development of this text would have been impossible.

This publication is dedicated to the thousands of IDP interns, supervisors, and mentors who make the goals of IDP and mentoring a reality every day.

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# Purpose

**“Make no small plans.” – Daniel Burnham**

Mentoring, like the Intern Development Program (IDP), is an important bridge between education and practice. A mentoring relationship can be especially valuable to emerging professionals, who are completing their professional degrees, going through IDP, preparing for the licensing exam, and making career decisions. Mentoring prepares interns for the rewards and responsibilities of practice and promotes communication, respect, and creativity in the profession.

The AIA and NCARB encourage interns and mentors alike to actively seek out and develop lasting professional relationships, which will benefit the profession as a whole. In recognition of the importance of mentoring, the AIA Board of Directors has developed an ethical standard in the AIA Code of Ethics that encourages members to “nurture their fellow professionals as they progress through all stages of their career, beginning with professional education in the academy, progressing through internship, and continuing throughout their career.” (E.S. 5.2 Intern and Professional Development, Canon V, *2004 AIA Code of Ethics & Professional Conduct*)

“IDP Mentoring: The essential relationship between architects and interns” is intended to offer both interns and architects the information and encouragement they need to launch a mentoring relationship that will see the intern through the Intern Development Program.

IDP provides a framework for the training required of an intern prior to examination and registration. Since 1976, when IDP began as a pilot project in Colorado, New Jersey, and Texas, it has become the accepted experience standard for architects in almost every licensing jurisdiction in the United States. The overall purpose of IDP is to assist in the development of competent architects.

It is desirable for architectural interns to gain a wide range of experience during their internship period. IDP helps interns structure their efforts by requiring them to document their experience in a number of training areas, working with a supervisor who oversees and verifies the intern’s experience. In addition, IDP encourages interns to develop a mentoring relationship outside the office where they work. Interns look to their mentors for guidance, perspective, encouragement, and insight into a career in architecture. The mentor reviews and validates the intern’s experience and can help interns develop strategies to achieve professional goals, complete IDP requirements, and prepare for the licensing examination.

We hope this resource will help interns establish a mentoring relationship that inspires them to meet both the challenges and opportunities of the Intern Development Program, and help mentors support the interns who come under their care. We trust interns, mentors, and supervisors will all view the IDP experience as an opportunity for learning and professional development.

## IDP facts

Forty-nine states now require IDP (the exception is Arizona). For more information, look for registration requirements at [www.ncarb.org](http://www.ncarb.org).

More than 15,000 interns are currently enrolled in IDP, according to the 2005 NCARB Pre-Annual Meeting and Conference Report.

A total of 700 training units are required. One unit is equivalent to 8 hours of work.

The average time it takes interns to complete the IDP training requirements is more than four years, according to the 2003 Internship & Career Survey ([www.aia.org/nac\\_03survey](http://www.aia.org/nac_03survey)).

## How can mentoring help IDP interns?

The Intern Development Program is meant to guide interns in their early professional development. As such, IDP should be viewed as a less formal extension of the curriculum students encounter in architecture school. Many recent graduates, however, see the program as an overwhelming set of requirements to be completed before taking the Architect Registration Examination (ARE).

Establishing mentoring relationships during IDP can ease the confusion and help facilitate an easier transition from education to licensure. A mentor can be seen as an adviser in a role similar to that of a professor in school. Mentoring helps foster creation of a support network for interns that can help them with career development.

## NCARB Intern Development Program Training Areas\*

Category A	Design & Construction Documents	Programming Site and Environmental Analysis Schematic Design Engineering Systems Coordination Building Cost Analysis Code Research Design Development Construction Documents Specifications and Materials Research Document Checking and Coordination
Category B	Construction Contract Administration	Bidding and Contract Negotiation Construction Phase—Office Construction Phase—Observation
Category C	Management	Project Management Office Management
Category D	Related Activities	Professional and Community Service Other Related Activities

\*For more about the IDP training requirements, visit <http://ncarb.org/idp/idptraining.html>.

Close to half of all IDP training units fall under the category of design and construction documents. For many interns, this experience is readily obtained in a traditional firm setting. However, certain other requirements generally prove more difficult to meet, as revealed by the market research study on internship and careers conducted by the AIA in 2003. Surveyed interns identified the following training areas as those they had most difficulty finding an opportunity to complete:

- ➡ Building Cost Analysis
- ➡ Construction Administration—Office

- ➡ Construction Administration—Observation
- ➡ Bidding & Contract Negotiation

An intern may find it difficult to discuss how to obtain these and other training units with his or her supervisor. Thus, mentors can provide valuable counsel by discussing ways for the intern to fulfill IDP requirements not addressed in the intern's workplace.

Once out of architecture school, many IDP interns find it hard to focus on their career development needs and goals. Without the structure of an academic schedule, it can be difficult to organize your professional life. Periodic meetings with a mentor can be used to set milestones for accomplishments. The IDP mentor can also provide an objective and empathetic ear and voice.

As a trusted adviser with no direct fiduciary interest in the professional development of the IDP intern, the mentor is an invaluable resource. Mentors can help interns set goals for obtaining experience and develop a plan to complete all of the training area requirements. A mentor can offer advice on ways to develop competence in training areas that are difficult for the intern to address in his or her firm. Finally, a mentor can periodically review the intern's progress through IDP and encourage the intern to develop a schedule for preparing for and completing the Architect Registration Examination.

### **An objective third party**

I think I got more out of IDP because of the mentoring process. My mentor was not from either of the offices I worked in during IDP, and it was nice to have a third party to talk about office politics and policies and other delicate matters. I don't think I could have been as open about those issues if my mentor had been someone in the office. It was helpful to have an outsider's perspective, especially someone who had worked in several types of offices and could discuss office culture and the architecture profession in general.

*Joseph Hollist, New York City*

## Steps for tackling IDP and licensure

### PREPARATION: EDUCATE YOURSELF ABOUT IDP AND LICENSURE

Review the IDP requirements with your supervisor and mentor so you can identify and gain an understanding of the skills you need to develop and the tasks associated with them. Determine what you have accomplished so far and what you still need to do. Prepare to correctly document your training hours. Contact NCARB and your state licensing board to find the most current licensing requirements.

### PLANNING: GET STARTED EARLY

One key to success in IDP is to get started early. Sign up for IDP while you are still a student or within six months of graduation to take advantage of NCARB's deferred payment plan (a smaller introductory fee with the balance due before your record is transmitted to a registration board). Soon after beginning employment, meet with your supervisor and mentor to develop a plan for completing IDP.

### PERFORMANCE: STAY ON TARGET

Once your effort is underway, periodically review your progress with your supervisor and mentor. What areas have you completed? What areas do you still need to complete? What areas might prove difficult to complete? How will you complete your training in these areas?

Don't wait until the end of your internship to add up all of your training hours! Instead, keep track of your time daily on your timesheet and once every three or four months review your work with your supervisor and mentor before submitting your form to NCARB. This way you and your mentor will be able to closely monitor your progress and anticipate areas where training is lacking. Keeping good records will make it easier to finish your IDP requirements and to get to the exam as quickly as possible. Some firms' timesheets track work hours according to the IDP training units.

If you need help obtaining or filling out the required forms, visit the NCARB Web site at [www.ncarb.org](http://www.ncarb.org). Your IDP educator or state coordinator can also help you. To locate that person, visit [www.aia.org/idp](http://www.aia.org/idp).

Following are links to some useful IDP forms:

- NCARB Form 112, "Application for Council Record/Certificate." Students and recent graduates use this form to sign up for IDP and get into the NCARB system. Access it at this address: [www.ncarb.org/Forms/112form.pdf](http://www.ncarb.org/Forms/112form.pdf).
- *IDP Training Unit Workbook*. Using this booklet will simplify daily documentation of your IDP training. Find it at [www.ncarb.org/idp/idpworkbook.html](http://www.ncarb.org/idp/idpworkbook.html).
- NCARB Form 123, "Employment Verification." This form is used to document your training for NCARB. Follow this link to access it: [www.ncarb.org/Forms/123form.pdf](http://www.ncarb.org/Forms/123form.pdf).

## An important tool: The EPC

Interns can use the *Emerging Professional's Companion* (EPC) to gain supplementary education credit in all training areas. Begin by reading the narrative section for any training area to which you need exposure. Complete an exercise or scenario and review your work with your IDP supervisor to illustrate your understanding and application of the material. There is no fee for using the EPC.

Visit [www.EPCCompanion.org](http://www.EPCCompanion.org) to get started.

Remember, using IDP to chart your progress will give you an excellent way during annual reviews to show your accomplishments and identify the training areas you still need to address. It will also provide information that can help clarify other opportunities to advance in your career.

### REPEAT THE STEPS FOR THE ARE

When you are ready to tackle the Architect Registration Examination, your mentor may be able to help you develop a study schedule to prepare for each division of the exam. Monitor the schedule periodically with your mentor to make sure you maintain your commitment. The AIA, NCARB, schools of architecture, and many firms offer ARE preparation resources. If you are unsuccessful at completing a division, don't get discouraged. Use the required waiting period to continue to take other divisions and to improve areas of weakness.

### A mind-expanding relationship

My relationship with my mentor was invaluable as I went through the IDP process. It allowed me to take ownership of my professional development. The informal nature and regularity of our meetings and my mentor's openness to my concerns as he shared his experience and knowledge broadened my horizons and helped me build a solid foundation for professional and personal growth. During IDP and in our continuing relationship, we discuss topics ranging from internship and the registration exam, to interacting with members of the design community, to balancing career and family.

*Joe Benesh, Assoc. AIA, Wheaton, Illinois*



# Preparing for a mentoring relationship

**A journey of a thousand miles**

**Starts from beneath one's feet.**

**—Lao Tzu, *Tao Te Ching*, Book 2, LXIV, 153.**

Just as a successful architecture project begins with a clear statement of project goals and objectives, successful mentoring begins with a clear statement of the intern's career goals as well as the goals and objectives the mentor and the intern have for their relationship.

## THE INTERN: MAPPING YOUR CAREER GOALS

Whether you are just beginning the internship process or have been working awhile, take some time to determine your career development goals. Writing things down can help this process. Think about your answers to questions like the following:

- What are your strengths?
- What do you enjoy in your current position?
- What do you find challenging in your current position?
- In what areas do you require further experience and development?
- What are your career goals?
- What do you want to achieve this year, next year, and the following year?

Once you have established your career development goals, think about a plan for achieving them.

- What steps must you take to achieve your goals?
- How much time will be needed to achieve your goals?
- What resources will you need to achieve your goals?
- Who can you ask for help to achieve your goals?
- How can you use IDP to help you develop your career?
- How can you overcome your challenges?

Once you have thought carefully about your goals and drafted a plan for achieving them, seek a mentor with experiences particularly relevant to your career development path. Your mentor can help you refine your goals and give you a reality check on your plan. Before meeting with your mentor for the first time, think about questions like these:

- What specific career development guidance are you seeking?
- What do you hope to gain from a mentoring relationship?
- How do you hope your mentor can help you overcome your challenges?

#### **THE MENTOR: CONSIDERING WHAT YOU HAVE TO OFFER**

Potential mentors should evaluate what knowledge and experience they can offer to a mentoring relationship. Think about your entry into the architecture profession.

- How did you begin your career?
- What were some of the challenges you faced and how did you overcome them?
- What valuable advice did you receive early in your career?
- How did this advice help shape your career decisions?
- What strategies did you implement to complete your internship and the ARE?

Most architects currently in practice had a mentor earlier in their careers who provided advice and career development counseling, someone they admired or whose words, thoughts, or actions they emulated. It is possible to learn mentoring by modeling your behavior on that of exceptional mentors you have encountered in your professional and personal life.

- What family friend, educator, or professional had a profound influence on your career?
- What did you admire about them and the advice they gave?
- How did you learn from their examples?
- What valuable lessons have you learned in your career that can be shared with others?

Rather than being taught in a formal way, mentoring is generally a skill acquired through experience. However, information about mentoring increasingly appears in publications on the Internet and in print. (*See the appendix of this document for a variety of sources.*)

A mentor to someone going through IDP also needs some special knowledge about IDP requirements. Although mentoring relationships may vary over time and need not focus only on the IDP, familiarity with the requirements is helpful. Potential mentors should visit the NCARB Web site at [www.ncarb.org](http://www.ncarb.org) to review general and registration requirements. State, educator, and local IDP coordinators may serve as valuable resources for mentors as well as interns.

## Try standing in someone else's shoes

An intern who visited me every six months for advice was having trouble getting field experience in her firm because one employee in the office did all the firm's fieldwork. The intern wanted to participate in the construction phase of a project she had worked on and was frustrated and ready to leave the firm to reach this goal. I suggested she put herself in her employer's shoes and find a solution that accommodated the employer's interest in the bottom line and unwillingness to send two people to a meeting that could be handled by one. When next I saw the intern, she told me she had offered to make up the lost time later in the day or week if her employer would allow her to attend the weekly construction meeting as an observer. He agreed, and she finished IDP and was ready to sit for the ARE. In addition, the intern reported that her employer recognized that her initiative had benefited the firm and intended to make some changes in the experiences the firm offers to interns.

*Ann Chaintreuil, FAIA, Rochester, New York*

## Mentoring basics

An intern–mentor relationship is a professional opportunity for the purpose of providing professional development counseling.

### ROLES AND RESPONSIBILITIES IN IDP MENTORING

Mentors meet with interns to provide objective advice throughout the rigorous internship experience. Because it is an NCARB requirement for interns to have a mentor, it is a good idea for both interns and mentors to familiarize themselves with the mentoring roles and responsibilities specifically associated with the NCARB Intern Development Program:

#### *Intern*

It is the intern’s responsibility to select a mentor and to schedule regular meetings with the mentor to review the intern’s progress in IDP. Interns initiate mentoring by evaluating their professional interests and needs and selecting an appropriate mentor.

**“A mentor is “a wise and trusted adviser.”  
Harvard Business Essentials, *Coaching and Mentoring***

#### *Mentor*

The NCARB “IDP Guidelines” describe a mentor as “a registered architect, usually outside your firm, with whom you meet periodically to review your training progress and discuss your career objectives. In many respects, the mentor has a traditional role that is as old as the profession itself.”

A mentor must be a licensed architect, and it is highly recommended that he or she not be employed in the firm where the intern works. The mentor also should not have any conflict of interest in advising the intern.

The IDP Employment Verification Form has a place for the mentor to acknowledge that he or she has met with the intern to review training progress during the reporting period. The IDP mentor *must* sign and date the form every time the intern submits it to NCARB.

A mentor may advise the intern on ways to gain more intern development experience. These may include, but are not limited to, ideas for ways to accomplish the following:

- ➞ Develop more responsibility in the intern’s current firm.
- ➞ Develop skills through professional development coursework.
- ➞ Gain other hands-on experience outside the current firm.

#### *Supervisor*

The role of the mentor is different than the role of the intern’s supervisor. The NCARB “IDP Guidelines” describe the supervisor as “the individual within the firm or organization who supervises you on a daily basis, regularly assesses the quality of your work and periodically certifies your documentation of training activity. You and your

For more on mentoring roles and responsibilities, as well as benefits and incentives, see the AIA Web site *Mentorship: A Journey in Collaborative Learning* ([www.aia.org/mentoring/majicl](http://www.aia.org/mentoring/majicl)).

supervisor must both work in the same office under circumstances where personal contact is routine.”

An important distinction between supervisor and mentor is that the mentor does not evaluate daily performance or assess quality of work; that is the role of the supervisor. To paraphrase the Harvard Business Essentials book *Coaching and Mentoring*, the difference between an intern’s relationships with supervisor and mentor can be distilled to this—supervising is about your job, while mentoring is about your career.

## THE MENTORING RELATIONSHIP

Every registered architect can and should serve as a mentor. Likewise, every intern can benefit from mentoring.

A mentor’s professional experiences should complement the intern’s professional aspirations. Both mentor and intern should be able to “walk in each other’s shoes.” A mentor should be a good listener, attuned to the needs of the intern. Conversely, the intern should respect the mentor’s counsel and advice. In some cases, a mentoring relationship develops when a potential mentor has particular knowledge of a situation that has arisen. At other times, an intern comes up against an issue in which his or her mentor has little experience, and the mentor refers the intern to another architect or other expert for information and insight.

The intern’s goals may evolve over time with the advice and counsel of the mentor, and the mentoring relationship is likely to evolve over time as well. Before agreeing to enter into a mentoring relationship, mentors need to recognize that some interns need more help with IDP than others. It is important to consider whether you will have the time needed to help a particular prospective intern before committing to the relationship. Likewise, interns should look for mentors they feel comfortable communicating with about their need for information and advice.

## A STRUCTURE FOR THE RELATIONSHIP

Mentoring can occur at any time, in any place, and at any stage in an architect’s career. To be most effective, however, it should be structured.

### *When to mentor*

Both intern and mentor should agree to a schedule, location, duration, and form and content for their meetings. They each should prepare relevant discussion topics before their meetings; however, the meeting format should be flexible enough to allow the discussion to diverge from these topics when appropriate.

There is no prescribed time limit for how long a mentoring relationship should last. Relationships last a few months, a few years, or a lifetime. The length of a relationship is entirely at the discretion of the individuals involved. A mentoring relationship should last as long as the parties feel they are both contributing to and benefiting from it.

Finally, mentoring should not end at the conclusion of IDP, especially as many interns need support preparing for and taking the ARE. In addition, mentoring can continue throughout an architect’s professional life. Everyone has something to learn, and everyone has something to teach.

### *Where to mentor*

Mentoring can occur anywhere and everywhere. However, formal meetings with a mentor should take place in a quiet location free from telephone calls and other distractions, a place where both the intern and the mentor can focus on their discussion of the intern's professional development.

Both the intern and the mentor must respect the value of each other's time. For many interns, it is difficult to arrange to meet outside their office. For many mentors, it is difficult to juggle the needs of clients, contractors, consultants, vendors, and staff. The success of the mentoring relationship depends on the ability of the intern and the mentor to create time for uninterrupted conversation.

### **THE MENTORING CONTINUUM**

Ideally, students are mentored by recent graduates, recent graduates are mentored by interns with two or three years of experience, interns about to take the exam are mentored by recently registered architects, and so on up the career path. For example, during internship, an intern can seek advice from a recently licensed architect about developing a strategy for effectively learning from and completing the IDP. In preparation for the ARE, the intern can prepare a study schedule and periodically monitor progress with a mentor who recently went through the same process. When an intern successfully completes the licensing exam, he or she can then become a mentor for new interns. The mentoring process can continue into professional life, as more experienced registered architects mentor those with less experience. Mentoring is a great way to share knowledge and develop lasting professional relationships that benefit both mentors and mentees.

### **Finding a mentor in an unexpected place**

After many ups and downs in my life, I wanted to find out if I still could achieve the dreams I came to this country to fulfill. I made inquiries and eventually met with the chair of the architecture department at a local community college. As an experienced licensed architect in my home country who had come to the United States to earn a master's degree in architecture, I had previously refused to consider a community college. In the end, however, I found a real mentor—a confidant, in fact. He made me fall in love with architecture all over again. I got my first job through contacts he provided, and when the time came for me to face my biggest fear—the license exam—he told me “of course you can do it.” I succeeded because someone had confidence in me that never wavered. Now, a few years after getting my license, I present seminars at the local AIA chapter to help candidates prepare for the ARE and I am the IDP coordinator in the firm where I work. I experienced the benefit of having a mentor, and now I have learned that one of the best feelings in life is when you have the opportunity to touch someone else's life.

*Eman Bermani, AIA, Irvine, California*

## The mentoring process

### **IDENTIFY YOUR CAREER GOALS.**

Evaluate your career goals and formulate corresponding goals for a mentoring relationship.

### **SEEK A MENTOR.**

Once you have identified your career goals, seek a mentor who can help you with your interests in the architecture profession. In fact, it is helpful to begin developing a network of mentors who may be able to advise you on different aspects of your career development.

### **STRUCTURE YOUR MENTORING RELATIONSHIP.**

Once you have established a mentor–intern relationship, set a schedule for your meetings. You may wish to set aside a regular time to meet (e.g., once every three months). Mentors and interns must develop mutual respect for each other’s professional schedules. Be flexible and receptive to change, if necessary.

### **ESTABLISH A SCHEDULE FOR COMPLETING YOUR IDP TRAINING REQUIREMENTS.**

Consider which training requirements you are able to meet in your current employment and which you will need to find other ways to address. Make a rough schedule showing when you expect to have earned your training units to help you stay on task.

### **REVIEW PROGRESS ON YOUR CAREER DEVELOPMENT PLAN REGULARLY.**

Set aside a regular time each week or month to review your progress in IDP and your career development needs. What IDP sections have you completed? What sections do you need to complete? What sections may be more difficult for you to complete? What strategies can you implement to complete these sections?

### **ONCE YOU HAVE COMPLETED IDP, ESTABLISH A SCHEDULE FOR COMPLETING THE ARE.**

Set aside regular study periods to review the test section you are preparing for. Monitor your progress. Many interns create peer study groups.

### **BECOME PART OF THE MENTORING CONTINUUM.**

Once you become a licensed architect, actively seek opportunities to mentor interns on their road to becoming licensed architects. Remember that education from mentoring flows both ways, which makes mentoring a valuable part of lifelong learning.

## A spur-of-the-moment opportunity

Once during my early internship days, my mentor asked if I could take an hour or so from my current assignments to go with him to a job site where there was a crisis. Of course, I jumped at the opportunity to get out of the office and onto a job site, although I had not previously worked on the project. On the way there, he described the client, the project, and the builder we were going to meet. Our task was to verify the location of existing columns because the builder believed the equipment would not fit into the space allocated for it. My mentor and I measured the existing conditions, looked at the equipment specifications, and concluded the equipment would fit; it was just a matter of orientation. I listened to my mentor talk with the builder about the issue. He handled the situation very tactfully, and the builder was able to resume his work and meet the project completion schedule. I learned on that day the value of teamwork and client service and that we, as architects and project leaders, need to roll up our sleeves and go into the field to work collaboratively with the building team.

*Tina Bauer, AIA, Long Beach, California*



## Benefits of mentoring

The IDP and mentoring provide an opportunity for interns to develop a solid foundation for a self-directed professional development program that will serve them throughout their careers. At the same time, mentoring benefits the entire profession and enriches all who participate. Mentoring is an important link in the continuum of learning and professional development.

Developing mentoring relationships early in your career can open the door to many opportunities that might otherwise go unfulfilled. Mentoring gives structure to professional life. Having a mentor periodically review your professional development allows IDP interns to establish goals and measure progress in a very tangible way. Mentoring lightens and enlightens IDP training. Both IDP interns and their mentors can learn from each other during the IDP process and have fun along the way.

Many mentoring relationships extend far beyond IDP and continue to enrich the careers and lives of the participants for years. Mentoring and mentoring relationships are rewarding and may last a lifetime.

### Recognizing—and taking—a chance

Opportunities for spontaneous mentoring present themselves often if you know how to recognize them. The most common opportunity comes when an intern asks a question and a more experienced architect takes the time to answer it fully. Offering a personal anecdote that supports your answer can help an architect and an intern make a connection, as well as help the intern better understand the response. Interns, on the other hand, can create opportunities for others to pass on their knowledge by asking questions when they don't fully understand something. Take the opportunity to ask questions and offer knowledge. Be brave!

*Greg Staskiewicz, Assoc. AIA  
Omaha, Nebraska*

## Epilogue

### The Road Not Taken

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim  
Because it was grassy and wanted wear;  
Though as for that, the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I marked the first for another day!  
Yet knowing how way leads on to way  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I,  
I took the one less traveled by,  
And that has made all the difference.

*Robert Frost, 1916*

As an architect and educator, I stand at the crossroads between education and practice. I witness daily the divergent career choices made by students, interns, and practitioners. They focus on design, develop technical proficiency, or acquire project management skills, among other choices. Some choose to specialize and become experts on a particular project type, while others choose to remain generalists. Whatever decision is made, a passion for learning is important, a passion that can be developed using the tools of IDP and mentoring to help individuals map a course through the architecture profession. Those who do not leverage these tools are likely to find the profession more difficult to navigate. In the final analysis, IDP and mentoring are integral components in the architect's continuing education.

I believe that as students and practitioners of architecture we must continually evaluate our inner passions and the opportunities available to us. At all stages of our careers, architects must keep tabs on their professional development. For students of architecture and IDP interns I offer this advice: Begin the journey. There are no "wrong" choices. For emerging professionals: Evaluate where you have been and where you want to go. Determine how you can get where you are going from where you have been. Determine who can help you, and chart your course. For mature practitioners: Evaluate what you have accomplished in your career, search for the lessons you have learned that have made you a better architect, and make a commitment to teach these lessons to the next generation.

I hope the accompanying poem by Robert Frost inspires in all of you the desire to forge your own road and map your own career.

*Kent Hikida, AIA*

# Appendix

## ARCHITECTURE MENTORING

Information about mentoring is available through the AIA at the national, state, and local levels. Many schools of architecture coordinate mentoring programs, as well. We invite you to see the following resources provided by the AIA National Component in Washington, D.C., and to try programs near you.

**Mentorship: A Journey in Collaborative Learning** is a richly illustrated Web site that discusses mentoring models, dealing with the unexpected, incentives for mentors, the rewards of success, and much more. ([www.aia.org/mentoring/majicl](http://www.aia.org/mentoring/majicl))

Introductory information about mentoring is posted on the AIA Young Architects Forum Web page at [www.aia.org/yaf\\_mentorguidelines](http://www.aia.org/yaf_mentorguidelines) to remind architects who have passed the ARE that serving as a mentor, as well as working with a mentor, can be helpful both to them and to the profession.

### *Local and state AIA mentoring programs*

This is a partial list of mentoring programs coordinated by local and state AIA components. Several of these programs are highlighted on the AIA Web site in order to promote mentoring and share best practices. ([www.aia.org/ed\\_mentoring](http://www.aia.org/ed_mentoring))

- AIA California Council Mentoring Program: [www.aiacc.org](http://www.aiacc.org)
- AIA Colorado/University of Colorado: [www.aiacolorado.org/beta/professionals\\_mentoring.m](http://www.aiacolorado.org/beta/professionals_mentoring.m)
- AIA New York/Emerging NY Architects (ENYA): <http://aiany.org/committees/emerging/mentoring/>
- Boston Society of Architects Mentoring Program: [www.architects.org/mentoring](http://www.architects.org/mentoring)
- University of Carolina, Charlotte Mentoring Program: [www.coa.uncc.edu](http://www.coa.uncc.edu)
- University of Minnesota, CALA Mentor Program: [www.cala2.umn.edu/mentor/mentor.html](http://www.cala2.umn.edu/mentor/mentor.html)
- USC School of Architecture Mentor Program: [www.usc.edu/dept/architecture/mentor/](http://www.usc.edu/dept/architecture/mentor/)

## MENTORING IN OTHER PROFESSIONS

The following selected examples of mentoring approaches and resources from other professions may be helpful to architects and emerging professionals who want more information about mentoring.

### *American Bar Association (ABA) Mentoring*

The legal profession has numerous mentoring programs with links from the American Bar Association (ABA) Web site ([www.abanet.org](http://www.abanet.org)). Some other useful guides to mentoring in the legal profession are listed here:

- Abbot, Ida O. *The Lawyer's Guide to Mentoring*. National Association for Law Placement, 2000. Known as the bible for mentoring in the legal profession, this book is a useful reference for other professions, as well.
- Abbot, Ida O. "Learning from Your Mentor," [www.law.com/special/professionals/pay/fy\\_2000\\_09\\_05h.shtml](http://www.law.com/special/professionals/pay/fy_2000_09_05h.shtml). This brief article about mentoring provides a solid introduction to the benefits and responsibilities of a mentoring relationship.
- The Association of Legal Administrators. The ALA's Mentoring Programs Portal, <http://tinyurl.com/4x7rz>. This Web page has links to many sources of mentoring information. Not all of them are accessible (memberships required), but there is enough useful information here to make it worth checking out.

### ***American Medical Association (AMA) Educational Requirements***

The American Medical Association (AMA) states the following in its "Declaration of Professional Responsibility: Medicine's Social Contract with Society": "Teach and mentor those who follow us for they are the future of our caring profession."

The AMA's Ethics Resource Center offers the Virtual Mentor, a Web site with monthly content "designed to inform, awaken, and energize students and young medical professionals to engage in a learning dialogue with experts in medicine, law, humanities, and bioethics." ([www.ama-assn.org](http://www.ama-assn.org))

### ***Accounting and Mentoring***

The American Institute of Certified Public Accountants has a Partnerships for Success mentoring program to match volunteer mentors with scholarship recipients. To see the AICPA mentoring guidelines and to access other general mentoring information, search "mentoring" at the association's Web site ([www.aicpa.org](http://www.aicpa.org)).

### ***Engineering and Mentoring***

The National Society of Professional Engineers (NSPE) has an established Mentoring Task Force and a program to connect mentors and protégés. The Mentoring for Licensure program helps engineers preparing for the Principles and Practices of Engineering Examination. Other online mentoring resources address these topics:

- Career Transition
- Discussion Forums
- Mentors in Government

NSPE also offers for sale the "Mentoring ToolBox" and the "Mentoring Guide for Small, Medium, and Large Firms." For more information about all NSPE mentoring resources, visit [www.nspe.org](http://www.nspe.org).

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